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ABSTRACT

A study was conducted to determine the educational needs of elementary and secondary school physical education teachers in Ohio in mainstreaming handicapped children in their classes. A validated questionnaire was sent to teachers in 35 school districts, and 241 teachers responded. The survey sought information on the experiences of teachers with handicapped students. Also investigated were teachers' abilities, attitudes toward handicapped learners, interest in professional self-development, expressed needs, and what they considered to be the limits of handicapped learners. Responses revealed that 41 percent of the teachers had no experience with handicapped students. Thirty-seven percent of the teachers had little or no background in adapted physical education, and seven percent had experience in developing individualized education programs (IEP's). Numerous misperceptions of Public Law 94-142 were revealed, resulting in misunderstandings about the responsibilities of physical education teachers. In general, the respondents had a positive attitude toward teaching handicapped students, but the majority felt that the nature of the student's handicap, the functional ability of the student, and the activity chosen would be limiting factors in participation in physical education. When asked about opportunities to expand their knowledge of physical education for handicapped students, the majority of teachers preferred conferences, workshops, and other inservice offerings. It is concluded that there is a need to clarify and identify the contribution of physical education in the IEP's of handicapped students. Tables are appended giving response data on the 36 item questionnaire. A copy of the survey instrument is also appended. (JD)

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MOTOR DEVELOPMENT PROGRAMS FOR SCHOOL-AGED HANDICAPPED STUDENTS: ASSESSING THE NEEDS OF PROFESSIONAL EDUCATORS

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CONTENTS

	Page
Project Overview and Significance	2
Protocol	3
Results and Conclusions	5
Experience in Teaching Learners with Special Needs	5
Existing Abilities of Teachers	6
Attitudes of Teachers Toward Handicapped Learners	7
Interest in Professional Self-Development	9
Expressed Needs	12
Limitations on Handicapped Learners	14
Summary Statement	15
Appendix A - Questions and Question Responses	18
Appendix B - Survey Instrument	36

MOTOR DEVELOPMENT PROGRAMS FOR SCHOOL-AGED HANDICAPPED STUDENTS: ASSESSING THE NEEDS OF PROFESSIONAL EDUCATORS[1]

All handicapped children can be insured of a free, appropriate education which includes special education and any related services that are necessary to meet their unique needs. Professional educators and schools in general, are required to comply with the Education for All Handicapped Children Act (P.L. 94-142) and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112). Often overlooked or neglected in both of these provisions is the fact that physical education (motor development) should be a major part of each handicapped child's education. In fact, physical education (motor development) is the only curricular area specifically delineated in both legislative mandates. In P.L. 94-142, special education is defined as specially designed instruction to meet the unique needs of a handicapped child including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The regulations for Section 504 also deal specifically with physical education. Identical language is employed for preschool, elementary, secondary, and post-secondary education.

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[1]This project was sponsored by an educational research grant (No. 79-468-11R) from The Cleveland Foundation, 700 National City Bank Building, Cleveland, Ohio 44114. The needs assessment survey was completed with the assistance of the Communications Research Center (CRC) at Cleveland State University.

Motor development is recognized as a primary aspect in the education of handicapped children. Physical education is considered a legitimate need, with its own goals and objectives, and not simply a method or means to an end. In fact, physical education is the only curricular area specifically delineated in the legislative mandate. In Ohio, this federal law is supported by Amended Substitute House Bill 455 which provides for the development of a state plan to implement special programs.

The concept of an "appropriate education" includes a written individualized education program (IEP) for each learner, if necessary, which specifies a set of annual goals, short term objectives, related services, projected dates, and evaluation criteria and procedures. In order to meet an individual's unique needs, the IEP must be based on the learner's present level of educational performance. All educational services and programs, including motor development, are to be carried out in the least restrictive environment. In typical school settings, placements usually range from "mainstreamed" environments (integration with regular program) to special classes based on handicapping condition.

Project Overview and Significance

Given the magnitude and nature of the above factors, it can be reasonably expected that practicing teachers may need to improve and/or develop selected curricular and instructional competencies which are associated with the effective implementation of motor programs for special learners. This raises the question, "Who or what determines the needs of career (inservice) teachers?" Oftentimes, such needs are based on the assumptions of others - administrators, professional organizations, teacher training institutions, parents, and lawmakers - without regard for direct input by teachers.

Therefore, the purpose of this study was to conduct a comprehensive needs assessment in the state of Ohio relative to the provisions for appropriate physical education programming incident to P.L. 94-142. More specifically, the study determined the educational needs of elementary and secondary public school physical education teachers.

Ultimately, the results of this needs assessment should be instrumental in the design of a viable system of continuous professional development (inservice training) and preparation (preservice training) for educators who are charged with the responsibility of providing motor development experiences for elementary and secondary learners with special needs. These data should reveal the need to modify existing competencies and/or to develop new ones. The beneficiaries of this process should be the learners with special needs.

Protocol

The study examined several dimensions of perceived teacher needs in relation to physical education for learners with handicapping conditions. The mail questionnaire (direct self-report) consisted of 36 items which included approximately 150 sub-itmes. The survey instrument appears in Appendix B. Various aspects were covered including: (1) experience in teaching learners with special needs, (2) existing abilities of teachers, (3) attitudes of teachers toward handicapped learners, (4) interest in professional self-development, (5) expressed needs, and (6) limitations on handicapped learners. Other areas were incorporated in relation to learners with special needs such as knowledge of the laws, curricular offerings, instructional strategies, facilities, and equipment. The following activities were completed in conducting this needs assessment:

1. The initial questionnaire instrument was developed by the authors. It was revised in consultation with the Communications Research Center. A "focus group" was convened which was comprised of five local, physical education practitioners who reviewed the instrument and provided feedback concerning its content and design. The questionnaire was further refined.

2. A pilot study was conducted in two Ohio school districts. A total of 70 questionnaires was distributed. One of the districts is located in Northeast Ohio; the other is located in Southwest Ohio. The return rate of usable responses was 43%. Subsequently, the questionnaire was revised and final decisions were made concerning length, format, and content.

3. A random, statewide sample with oversampling in Northeast Ohio was selected representing urban, suburban, and rural school districts. The sample was drawn from 30 counties in Ohio which included 35 school districts. The questionnaire was mailed to a total of 950 physical education teachers. Completed questionnaires were returned by 241 teachers for a return rate of 25%. A single stage follow-up procedure was employed consisting of a postcard reminder.

4. The collected data were then computer-analyzed in consultation with the Communications Research Center and the Cleveland State University Computer Center. Basic frequency and percentage data were calculated for each questionnaire item. In addition, two-way analyses

were calculated across three categories; namely: sex (male/female) educational setting (urban/suburban/rural), and educational experience (5 year increments from 1 to 26 and over).

Results and Conclusions

Respondents were almost evenly represented by males (53%) and females (47%). The average age was 36.5 years with a range of 22 to 63 years; the average teaching experience was 13 years with a range of 1 to 38 years. Teachers who comprised the sample represented a variety of educational settings as follows: urban (72%), suburban (18%), and rural (10%).

Several conclusions which are drawn from the responses, are relevant to those involved in professional development (inservice training) and professional preparation (preservice training). These conclusions are organized according to the various aspects of the questionnaire which were previously identified. Specific frequency and percentage data are presented. The questionnaire item number from which these data were derived is indicated in parentheses. Item raw data appear in Appendix A.

Experience in Teaching Learners with Special Needs

A substantial portion (41%) of teachers who responded to the survey have not had any experience teaching handicapped students in physical education (Item 13). This number seems destined to remain somewhat static since 39% of the teachers, on an average, indicated that handicapped students do not attend their school while an additional 4% responded that these students attended their school but did not participate in physical education (Item 17). When teachers did respond that handicapped students participated in regular and/or segregated physical education classes, 105 (43%) teachers indicated they had less than 10 students in their program (Item 1). An additional 57 (24%) teachers revealed that no handicapped

students participated in their physical education classes. This finding was similar for teachers from urban (22%), suburban (23%), and rural (23%) school settings.

A significant finding revealed that only 17 (7%) teachers have served on a multi-disciplinary staff for the purpose of developing an IEP for handicapped students in physical education (Item 10b). No difference was found between males and females but teachers from rural school settings (14%) served on IEP teams to a greater extent than had teachers from urban (7%) and suburban (3%) school settings. In response to these data, two conclusions seem probable. First, physical education has been neglected by the "powers-to-be" in terms of involvement in the multi-disciplinary staff process. Second, physical educators have been remiss in becoming involved in the process. Both parties are accountable and share equally in this act of negligence.

Existing Abilities of Teachers

When discussing the present abilities of career physical educators in Ohio, it is with more than just passing interest that the extent to which adapted physical education courses were taken during undergraduate preparation be examined. In this sample, 55 (23%) teachers reported having completed no adapted physical education course, while 34 (14%) teachers indicated having completed only a portion of a course (Item 26). These data lend support to and further illuminate the conclusions reported previously in a study by Ersing and Wheeler.[2]

When asked to respond either "yes" or "no" to six interpretive statements pertaining to P.L. 94-142, only 36% of the teachers, on an average, answered all

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[2]Ersing, W. F., and Wheeler, R. The Status of professional preparation in adapted physical education. American Corrective Therapy Journal, 1971, 25, 111-113.

items correctly (Item 6). More specifically, three statements which should have been answered "no," but received "yes" responses more frequently, were indicative of the teachers' misunderstandings. These results were:

- 63% thought that mainstreaming meant educating all handicapped children in the regular classroom.
- 56% thought that an IEP had to be written for each handicapped student.
- 63% thought that an adapted physical education placement had to be provided for each handicapped student.

When requested to rate their perceived capability to implement P.L. 94-142, only 50% of the teachers, on an average, rated themselves at least "somewhat capable" (Item 7). These data reflect numerous mis-perceptions which surround the implementation of P.L. 94-142 in physical education programs. It also provides a picture of a profession which is, at best, split on the issue of whether it has the knowledge and/or skills to effectively teach handicapped students. Acknowledging this, it seems paradoxical that on the average, only 35% of the respondents have made any attempt to increase their knowledge and/or skills to facilitate improved teaching effectiveness with handicapped students (Item 9).

Attitudes of Teachers Toward Handicapped Learners

A number of items was included to determine the respondents' attitude toward handicapped learners. When asked about their feeling toward teaching physical education to handicapped students, 161 (67%) teachers reported they were at least "favorably" inclined (Item 3). "Very favorable/favorable" feelings were slightly higher for males (70%) than for females (61%). The number of "favorable" responses increased to 187 (77%) when the question was generally stated to include feelings about providing physical education for

handicapped students (Item 12). Response by males (80%) was nearly the same as females (77%) in the "very favorable/favorable" categories. One possible explanation for the increase is that teachers may have distinguished between providing programs and their actually teaching handicapped students.

In general, the respondents' positive attitude was evident when as a group, 63% of the teachers felt at least "favorable" toward teaching students with a variety of handicapping conditions (Item 14).[3] It becomes obvious, however, that this positive attitude is diminished since only 76 (36%) teachers were at least "somewhat interested" in teaching handicapped students compared to teaching non-handicapped students (Item 25). In drawing any conclusion pertaining to the comparative interests in teaching handicapped vs. non-handicapped learners, it is acknowledged that 69 (33%) teachers reported "neutral" or "mixed" interest, while 65 (31%) teachers indicated that at best they were "somewhat uninterested."

In making this comparison between teaching handicapped vs. non-handicapped learners, the two-way analyses resulted in some interesting information. Combined responses in the "very interested/somewhat interested" categories according to educational setting revealed the following (in descending order of interest):

- Urban teachers (37%)
- Rural teachers (27%)
- Suburban teachers (25%)

with respect to educational experience, no differences were found among teachers grouped with 1-5, 6-10, 11-15, 16-20, and 21-25 years experience. The range of combined responses in the "very interested/somewhat interested" categories for

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[3]Item covered 15 handicaps including a range of learning and behavioral disorders, physical impairments, sensory impairments, and other health related conditions.

these groups was 36% to 43%. However, teachers with 26 years or more experience were clearly less interested in teaching handicapped learners than non-handicapped learners. Only 12% indicated "somewhat interested." Females seemed to be either interested or uninterested compared to males who responded in a more "neutral/mixed" manner (see Table 1).

TABLE 1

Interest in Teaching Handicapped Learners Compared to Teaching Non-handicapped Learners (Item 25) for Males and Females

Level of Interest	Males	Females
Very interested/somewhat interested	33 (29%)	42 (42%)
Mixed/neutral	47 (42%)	22 (22%)
Somewhat uninterested/uninterested	29 (26%)	35 (34%)

In an attempt to summarize the attitudes of teachers toward handicapped learners, it appears that teachers in general, have favorable feelings towards teaching and providing programs for the handicapped. However, when providing inservice training, it should be recognized that: (1) teachers' attitudes may vary from one educational setting to another, (2) teachers with extensive experience may be less responsive than teachers with less experience, (3) males may be unsure about their role probably due to past experiences in highly skilled environments, and (4) more than one-fourth of all teachers may be "somewhat uninterested" or "uninterested" in teaching handicapped learners.

Interest in Professional Self-Development

Data analysis reveals that continuous, professional development activities

which include conferences, workshops, and other inservice offerings have the greatest appeal. When asked about opportunities to expand their knowledge of physical education for handicapped students, 167 (69%) teachers indicated their preference for these activities (Item 4). Enrollment in graduate courses which emphasize theoretical and practical considerations of physical education programming for handicapped students would seem to be the least preferred method of self-development (Item 5). This conclusion is based upon the following data:

- 96 (40%) teachers were at best interested.
- 67 (28%) teachers were neutral/mixed.
- 55 (23%) teachers were at best uninterested.
- 22 (9%) teachers had not even thought about this prospect.

Cross tabulations for the above items in terms of sex, educational setting, and educational experience failed to discriminate among teachers' interests in inservice programs. However, with respect to interest in graduate courses, combined responses in the "very interested/interested" categories were less for:

- Teachers from rural settings (23%) compared to teachers from urban settings (44%) and suburban settings (36%).
- Teachers with 26 years or more experience (21%) compared to teachers with less experience (mean 42%).
- Males (37%) compared to females (54%).

These findings suggest that off-campus, extension, and non-credit inservice programs are more appealing, particularly in rural school settings. It may be that a validation program needs to be developed at the inservice level instead of graduate programming through formal courses.

Additional evidence leads to the conclusion that college-sanctioned, continuing education courses are not a solution to the problem of self-development. This conclusion seems warranted since 173 (79%) teachers were not currently taking any courses (Item 36). However, this conclusion has two viable corollaries. First, physical education teachers are simply not interested in taking courses (there is some evidence to suggest this), and second, the unavailability of continuing education courses may be a limiting factor.

It is also interesting to speculate that perhaps one reason for the apparent apathy in improving skills and competencies is the lack of emphasis placed on physical education for handicapped students by district and building administrators. To emphasize this point, it is noteworthy that of those responding to the item, only 120 (57%) teachers had received encouragement and support to provide physical education for handicapped students (Item 18). The response to this item is shown in Table 2 for the cross-tabulation categories (sex, educational setting, and educational experience). By comparison, teachers from suburban school settings (67%) and teachers with 21-25 years experience (62%) received the most encouragement and support from their administration. Males and females received "equal" encouragement from administration whereas less than half of urban teachers received encouragement and support.

TABLE 2

Proportions Receiving Encouragement and Support from Administration to Provide Physical Education for Handicapped Students (Item 18)

Categories	Yes	No
Sex:		
Male (N = 113)	51%	49%
Female (N = 102)	48%	52%
Educational Setting:		
Urban (N = 153)	46%	54%
Suburban (N = 39)	67%	33%
Rural (N = 22)	50%	50%
Educational Experience:		
1-5 Years (N = 40)	55%	45%
6-10 Years (N = 41)	54%	46%
11-15 Years (N = 41)	54%	46%
16-20 Years (N = 23)	56%	43%
21-25 Years (N = 21)	62%	38%
26 Years and over (N = 18)	50%	50%

Expressed Needs

When potential problem areas were specified and teachers were asked to respond as to their needs, 84% of the respondents, on the average, indicated need for information across all items (Item 8). The data indicate that of the nine possible areas of need (Item 11), the following concerns were rated as "greatest" in need (in descending order of greatest need):

- Knowledge of P.L. 94-142.
- Understanding the nature of specific handicaps.
- Techniques of motor assessment.
- Understanding of behavior management techniques.

A majority (52%) of respondents indicated a general need for assistance in motor behavior assessment (Item 10a). The only area in which a majority of teachers felt confident was physical/motor fitness testing, with 126 (52%) teachers reporting no assistance necessary. While assessment of fundamental motor skills/patterns and sports skills testing was rated equally in need by 49% of the respondents, perceptual-motor development assessment was an obvious area of concern, with 160 (66%) teachers indicating need for assistance.

When requested to report on "need for expanded knowledge of physical education programming" for a wide range of standard handicapping conditions, 69% of the teachers, on the average, suggested they had such a need (Item 15). Factors of sex, educational setting, and educational experience did not discriminate among teachers' responses to areas of greatest need for information. There was a uniform "yes" response to the need to expand knowledge for handicapping conditions. The most predominant reasons were "lack of program content" and "lack of specialized training." Other reasons of lesser consequence were "can't communicate with them," "dislike being near them," "fear of making condition worse," and "need too much attention." In addition, teachers reported the "greatest" need (Item 16) for information concerned the following conditions (in descending order of greatest need):

- Blind/visually impaired
- Deaf/hearing impaired
- Muscular dystrophy

These results were unexpected, given that these conditions qualify as low incidence populations.

Regarding the need to interact more effectively with the medical and allied medical professions, the majority (52%) of teachers who responded to the item indicated they needed this kind of information (Item 24). These data correspond to a previous conclusion which identified "understanding the nature of specific handicaps" as a priority need.

Limitations on Handicapped Learners

Teachers were asked to indicate what limits handicapped learners from full participation in regular physical education classes (Item 19). The majority (above 50%) of teachers in each case specified the following limitations (in descending order of greatest limitation):

- Nature of the individual's handicap (87%)
- Functional ability of the individual (84%)
- Activity chosen (74%)
- Availability of facilities/equipment (67%)
- Total number of students in the class (51%)

Further analysis revealed that male and female teachers responded similarly in terms of the limitations on handicapped learners. However, differences were indicated among teachers from the identified educational settings. "Total number of students in the class" was considered a greater limitation to rural (59%) and urban (46%) teachers than suburban (26%) teachers. In rural settings, "presence of architectural barriers" was a lesser limiting factor among teachers (14%) than teachers from either urban (32%) or suburban (26%) schools. With respect to educational experience, comparative data are shown in Table 3. This table also includes cross-tabulation data for the other two categories (sex and educational setting). The greatest and least limiting factors are indicated

in response to this item. In general, the greatest limiting factors were "functional ability of the individual" and "nature of the individual's handicap." The least limiting factor was "presence of architectural barriers."

A collateral concern in physical education programs which include handicapped students are the reactions of non-handicapped peers. In terms of hostility, ridicule, and/or resentment, 42% of the teachers reported that overall, almost no negative reactions were discernable, while 26% indicated that "some" negativism was present (Item 20).

Summary Statement

The results and conclusions from this study reveal that several issues and problems persist in the continuous professional development of Ohio's physical educators relative to providing programs for handicapped students. Foremost among these problems seems to be the need to clarify and identify the contribution of physical education in the IEP process (i.e., the multi-disciplinary staff). In general, physical educators appear to lack a comprehensive understanding of P.L. 94-142 resulting in numerous misunderstandings about their responsibilities. This aspect of the study is sufficient evidence to warrant continued emphasis on the rules and regulations of P.L. 94-142 as part of inservice activities. In regard to a vehicle for delivery of information about the handicapped student in physical education, the data clearly establish the use of activities other than graduate and continuing education courses. This should provide some direction to those involved in the organization and conduct of inservice activities.

In terms of job-related competencies, teachers generally acknowledged that they needed information about assessment techniques, specific handicaps, and behavior management techniques. The teachers, as a group, reported a positive

TABLE 3

Proportions Indicating What Factors (Greatest and Least) Limit Handicapped Students from Full Participation in Regular Physical Education Classes (Item 19)

Categories	Factors					
	Activity chosen	Total number of students in the class	Functional ability of the individual	Nature of the individual's handicap	Availability of facilities/ equipment	Presence of architectural barriers
Sex:						
Male				/87%/		(34%)
Female			/76%/	/76%/		(25%)
Educational Setting:						
Urban				/82%/		(32%)
Suburban		(26%)		/82%/		(26%)
Rural	/77%/		/82%/	/77%/		(14%)
Educational Experience:						
1-5 Years			/77%/	/72%/		(16%)
6-10 Years			/90%/	/93%/		(38%)
11-15 Years			/90%/	/95%/		(43%)
16-20 Years			/85%/	/89%/		(50%)
21-25 Years	/75%/		/74%/	/84%/		(30%)
26 Years and over	/71%/	(33%)	/71%/		/69%/	

/ / = Greatest limiting factors

( ) = Least limiting factors

attitude toward providing education programs for handicapped students. However, the transformation from positive attitudes to the effective integration (inclusion) of handicapped students into regular class activities seems unattainable. Teachers are still basing the exclusion of students on the nature of the individual's handicap, functional ability, and activity chosen. When will teachers really acknowledge that handicaps do not exclude learners, but teachers and curricula do?

APPENDIX A

Questions and Question Responses

TOTAL RESPONDENTS = 241 (100.0%)

Please check the box or circle the appropriate responses to the questions below. Feel free to add your comments on any question either on this form or on a separate sheet of paper. Please check an answer for all questions. Give the answer which is closest to your view if no response applies exactly.

1. About how many handicapped students participate in your physical education classes?

None	57	(23.7%)
1-5	77	(31.9%)
6-10	28	(11.6%)
10-14	19	(7.9%)
15-19	14	(5.8%)
20-39	25	(10.3%)
40+	18	(7.5%)
No response	3	(1.2%)

2. Of the handicapped students who participate, what number are:

Integrated into regular classes.	154	(3.3 ave.)
Segregated into special classes.	28	(3.2 ave.)
Both	21	(2.7 ave.)
Other (please describe:_____)	9	(2.8 ave.)

3. What is your feeling toward teaching physical education for students with handicapping conditions?

Very favorable	69	(28.6%)
Favorable	92	(38.2%)
Neutral/mixed	63	(26.1%)
Unfavorable	13	(5.4%)
Very unfavorable	3	(1.2%)
No response	1	(0.4%)

4. How interested are you in expanding your knowledge of physical education programming for handicapped students through participating in conferences, workshops, school programs and the like?

Very interested	48	(19.9%)
Interested	119	(49.4%)
Neutral/mixed	53	(22.0%)
Uninterested	12	(5.0%)
Very uninterested	2	(0.8%)
Haven't thought about	7	(2.9%)

5. How interested are you in enrolling in graduate courses which emphasize theoretical and practical considerations of physical education programming for handicapped students?

Very interested	29	(12.0%)
Interested	67	(27.8%)
Neutral/mixed	67	(27.8%)
Uninterested	50	(20.7%)
Very uninterested	5	(2.1%)
Haven't thought about it	22	(9.1%)

6. Which of the following does the Education for All Handicapped Children Act of 1975 (P.L. 94-142) provide for?

	Yes	No	No response
(a) Mainstreaming all handicapped children in the regular classroom	118 (49.0%)	69 (28.6%)*	54 (22.4%)
(b) Funds at the local level to provide teachers with inservice activities designed to help them teach handicapped students	89 (36.9%)*	86 (35.7%)	66 (27.4%)
(c) An individualized education program for each handicapped student	99 (41.1%)	77 (31.9%)*	65 (27.0%)
(d) Adapted physical education placement for each handicapped student	111 (46.1%)	66 (27.4%)*	64 (26.6%)

(Item continued)

*Correct response

		Yes		No		No response	
(e)	Assessment of students' abilities with valid and reliable test instruments	110	(45.6%)*	63	(26.1%)	68	(28.2%)
(f)	Parents' participation in the development of the individualized education program, including placement of the student in the appropriate physical education class	104	(43.1%)*	75	(31.1%)	62	(25.7%)

*Correct response

7. P.L. 94-142 mandates that handicapped children receive, if necessary, special education including instruction in physical education. How capable are you in executing the following responsibilities:

	Very capable	Somewhat capable	Somewhat incapable	Very incapable	No response
(a) Identifying federal and state legislative requirements associated with individualized education programs.	12 (5.0%)	83 (34.4%)	73 (30.3%)	63 (26.1%)	10 (4.1%)
(b) Developing an individualized education program for the handicapped student.	25 (10.4%)	141 (58.6%)	51 (21.2%)	16 (6.6%)	8 (3.3%)
(c) Demonstrating appropriate instructional stategies in the classroom with handicapped students.	30 (12.4%)	122 (50.6%)	62 (25.7%)	17 (7.1%)	10 (4.1%)
(d) Effectively using commercial and teacher-made instructional materials.	51 (21.2%)	127 (52.7%)	42 (17.4%)	12 (5.0%)	9 (3.7%)
(e) Identifying federal and state legislative requirements associated with the principle of zero reject.	6 (2.5%)	45 (18.7%)	79 (32.8%)	92 (38.2%)	19 (7.9%)
(f) Identifying federal and state legislative requirements associated with the principle of nondiscriminatory evaluation.	12 (5.0%)	71 (29.5%)	76 (31.5%)	66 (27.4%)	9 (6.6%)

(Item continued)

	Very capable	Somewhat capable	Somewhat incapable	Very incapable	No response
(g) Identifying federal and state legislative requirements associated with the principle of mainstreaming.	24 (10.0%)	108 (44.8%)	54 (22.4%)	42 (17.4%)	13 (5.4%)
(h) Assessing educational placements in defining the least restrictive appropriate placement for a handicapped student.	15 (6.2%)	97 (40.2%)	79 (32.8%)	34 (14.1%)	16 (6.6%)

8. Do you feel you need more information on each of the following in order to teach physical education to handicapped students more effectively?

	Yes	No	No response
(1) Knowledge of P.L. 94-142	218 (90.5%)	22 (9.1%)	1 (0.4%)
(2) Understanding the nature of specific handicaps	205 (85.1%)	36 (14.9%)	0 (0.0%)
(3) Techniques of motor assessment	198 (82.2%)	43 (17.8%)	0 (0.0%)
(4) Awareness of existing curricular materials	217 (90.0%)	23 (9.5%)	1 (0.4%)
(5) Knowledge of medical terms	187 (77.6%)	53 (22.0%)	1 (0.4%)
(6) Hands-on experience with handicapped students	194 (80.5%)	44 (18.3%)	3 (1.2%)
(7) Procedures for organizing and running adapted P.E. programs	199 (82.6%)	40 (16.6%)	2 (0.8%)
(8) Knowledge of class placement alternatives (i.e., special, adapted, and so on)	210 (87.1%)	24 (10.0%)	7 (2.9%)
(9) Understanding of behavior management techniques	192 (79.7%)	43 (17.8%)	6 (2.5%)
(10) Other_____	11 (4.6%)	0 (0.0%)	230 (95.4%)
(11) Other_____	3 (1.2%)	0 (0.0%)	238 (98.8%)

9. Have you taken any steps to increase your knowledge of each of the following in order to teach physical education to handicapped students more effectively?

		Yes		No	
(1)	Knowledge of P.L. 94-142	48	(19.9%)	186	(77.2%)
(2)	Understanding the nature of specific handicaps	128	(53.1%)	108	(44.8%)
(3)	Techniques of motor assessment	97	(40.2%)	140	(58.1%)
(4)	Awareness of existing curricular materials	75	(31.1%)	161	(66.8%)
(5)	Knowledge of medical terms	98	(40.7%)	137	(56.8%)
(6)	Hands-on experience with handicapped students	97	(40.2%)	138	(57.3%)
(7)	Procedures for organizing and running adapted P.E. programs	87	(36.1%)	149	(61.8%)
(8)	Knowledge of class placement a ternatives (i.e., special, adapted, and so on)	53	(22.0%)	184	(76.3%)
(9)	Understanding of behavior management techniques	77	(31.9%)	155	(64.3%)
(10)	Other_____	0	(0.0%)	0	(0.0%)

10a. In which areas of motor behavior assessment do you need assistance?

	No		Yes		No response	
Fundamental motor skills/ patterns	112	(46.5%)	119	(49.4%)	10	(4.1%)
Physical/motor fitness	126	(52.3%)	105	(43.6%)	10	(4.1%)
Sports skills tests (including aquatics and dance)	112	(46.5%)	119	(49.4%)	10	(4.1%)
Perceptual-motor development	74	(30.7%)	160	(66.4%)	7	(2.9%)
Other (specify)_____	2	(0.8%)	11	(4.6%)	228	(94.6%)
Other (specify)_____	2	(0.8%)	6	(2.5%)	233	(96.7%)

10b. Have you served on a multi-disciplinary staff for the purpose of developing an individualized education program for a handicapped student?

No	219	(90.9%)
Yes	17	(7.1%)
No response	5	(2.1%)

(If yes) How rewarding was the experience for you?

Very rewarding	9	(3.7%)
Somewhat rewarding	5	(2.1%)
Not very rewarding	2	(0.8%)
Very unrewarding	0	(0.0%)
No response	225	(93.4%)

11. Of the areas listed in questions 8 and 9, which three areas do you feel you have the greatest need for information about at the present time? Please list in order of greatest to least priority. (Only the number of these alternatives need be given)

#1	Knowledge of P.L. 94-142	24.9%
#2	Understanding the nature of specific handicaps	21.2%
#3	Techniques of motor assessment	15.4%
#9	Understanding of behavior management techniques	14.1%

12. What is your feeling toward providing physical education programs for students with handicapping conditions?

Very favorable	101	(42.0%)
Favorable	85	(35.3%)
Neutral/it depends	36	(14.9%)
Unfavorable	5	(2.1%)
Very unfavorable	2	(0.8%)
No response	12	(5.0%)

13. Have you ever taught a student with each of the following conditions? If so, approximately how many such students are you currently teaching?

		Ever Taught					
		No		Yes		No response	
(1)	Amputation	142	(58.9%)	80	(33.2%)	19	(7.9%)
(2)	Asthma	13	(5.4%)	223	(92.5%)	5	(2.1%)
(3)	Arthritis	122	(50.6%)	102	(42.3%)	17	(7.1%)
(4)	Blind/visually handicapped	127	(52.7%)	102	(42.3%)	12	(5.0%)
(5)	Cardiac disorders	88	(36.6%)	142	(58.7%)	11	(4.6%)
(6)	Cerebral palsy	134	(55.6%)	92	(38.2%)	15	(6.2%)
(7)	Deaf/hearing impaired	81	(33.6%)	149	(61.8%)	11	(4.6%)
(8)	Diabetes	74	(30.7%)	154	(63.9%)	13	(5.4%)
(9)	Emotional disturbance	53	(22.0%)	174	(72.2%)	14	(5.8%)
(10)	Epilepsy (seizure prone)	51	(21.2%)	180	(74.7%)	10	(4.1%)
(11)	Learning disabilities	19	(7.9%)	216	(89.6%)	6	(2.5%)
(12)	Mental retardation	95	(39.4%)	132	(54.8%)	14	(5.8%)
(13)	Muscular dystrophy	182	(75.5%)	43	(17.8%)	16	(6.6%)
(14)	Postural deviations	96	(39.8%)	131	(54.4%)	14	(5.8%)
(15)	Wheelchair-bound	189	(78.4%)	31	(12.9%)	21	(8.7%)
(16)	Other (please specify)	3	(1.2%)	35	(14.5%)	203	(84.2%)

14. What is your feeling towards teaching a student with each of the following conditions?

	Very favorable	Favorable	Neutral/ it depends	Unfavorable	Very unfavorable	Don't know	No response
(1) Amputation	53 (22.0%)	93 (38.6%)	60 (24.9%)	17 (7.1%)	2 (0.8%)	11 (4.6%)	4 (1.7%)
(2) Asthma	99 (41.1%)	106 (44.0%)	28 (11.6%)	2 (0.8%)	2 (0.8%)	0 (0.0%)	4 (1.7%)
(3) Arthritis	73 (30.3%)	116 (48.1%)	35 (14.5%)	2 (0.8%)	1 (0.4%)	8 (3.3%)	5 (2.1%)
(4) Blind/visually handicapped	47 (19.5%)	74 (30.7%)	77 (31.9%)	25 (10.4%)	5 (2.1%)	9 (3.7%)	4 (1.7%)
(5) Cardiac disorders	49 (20.3%)	89 (36.9%)	68 (28.2%)	22 (9.1%)	4 (1.7%)	5 (2.1%)	3 (1.2%)
(6) Cerebral palsy	40 (16.6%)	69 (28.6%)	86 (35.7%)	28 (11.6%)	4 (1.7%)	10 (4.1%)	3 (1.2%)
(7) Deaf/hearing impaired	73 (30.3%)	110 (45.6%)	46 (19.1%)	3 (1.2%)	0 (0.0%)	6 (2.5%)	3 (1.2%)
(8) Diabetes	92 (38.2%)	113 (46.9%)	25 (10.4%)	2 (0.8%)	2 (0.8%)	4 (1.7%)	3 (1.2%)
(9) Emotional disturbance	46 (19.1%)	77 (31.9%)	82 (34.0%)	19 (7.9%)	10 (4.1%)	4 (1.7%)	3 (1.2%)
(10) Epilepsy (seizure prone)	59 (24.5%)	101 (41.9%)	52 (21.6%)	17 (7.1%)	5 (2.1%)	3 (1.2%)	4 (1.7%)
(11) Learning disabilities	86 (35.7%)	93 (38.6%)	48 (19.9%)	8 (3.3%)	1 (0.4%)	2 (0.8%)	3 (1.2%)

(Item continued)

	Very favorable	Favorable	Neutral/ it depends	Unfavorable	Very unfavorable	Don't know	No response
(12) Mental retardation	56 (23.2%)	85 (35.3%)	62 (25.7%)	18 (7.5%)	6 (2.5%)	11 (4.6%)	3 (1.2%)
(13) Muscular dystrophy	40 (16.6%)	70 (29.0%)	77 (31.9%)	29 (12.0%)	5 (2.1%)	16 (6.6%)	4 (1.7%)
(14) Postural deviations	64 (26.6%)	104 (43.2%)	44 (18.3%)	13 (5.4%)	3 (1.2%)	9 (3.7%)	4 (1.7%)
(15) Wheelchair-bound	34 (14.1%)	53 (22.0%)	77 (31.9%)	42 (17.4%)	11 (4.6%)	21 (8.7%)	3 (1.2%)
(16) Other_____	7 (2.9%)	4 (1.7%)	4 (1.7%)	2 (0.8%)	1 (0.4%)	1 (0.4%)	222 (92.1%)
(17) Other_____	2 (0.8%)	4 (1.7%)	1 (0.4%)	1 (0.4%)	0 (0.0%)	1 (0.4%)	232 (96.3%)

15. Do you feel a need to expand your knowledge of physical education programming for each of the following conditions in order to teach physical education for such students more effectively? If you feel that you need additional information in order to work more effectively with each of the following types of students, what are the reasons that contribute to your need? CHECK ALL THAT APPLY.

- ☐ Can't communicate with them
- ☐ Dislike being near them
- ☐ Lack of program content
- ☐ Fear make condition worse
- ☐ Need too much attention
- ☐ Lack of specialized training
- ☐ Other_____

(Item continued)

		Yes		No		No response	
(1)	Amputation	188	(78.0%)	31	(12.9%)	21	(8.7%)
(2)	Asthma	133	(55.2%)	65	(27.0%)	43	(17.8%)
(3)	Arthritis	148	(61.4%)	49	(20.3%)	44	(18.3%)
(4)	Blind/visually impaired	199	(82.6%)	22	(9.1%)	20	(8.3%)
(5)	Cardiac disorders	175	(72.6%)	40	(16.6%)	26	(10.8%)
(6)	Cerebral palsy	195	(80.9%)	20	(8.3%)	25	(10.4%)
(7)	Deaf/hearing impaired	165	(68.5%)	43	(17.8%)	32	(13.3%)
(8)	Diabetes	116	(48.1%)	69	(28.6%)	56	(23.2%)
(9)	Emotional disturbance	163	(67.6%)	44	(18.3%)	34	(14.1%)
(10)	Epilepsy (seizure prone)	143	(59.3%)	57	(23.7%)	41	(17.0%)
(11)	Learning disabilities						
(12)	Mental retardation						
(13)	Muscular dystrophy	193	(80.1%)	19	(7.9%)	28	(11.6%)
(14)	Postural deviations	146	(60.6%)	55	(22.8%)	40	(16.6%)
(15)	Wheelchair-bound	198	(82.2%)	19	(7.9%)	24	(10.0%)
(16)	Other (please specify)						
(17)	Other (please specify)						

16. Of the conditions listed above, which have you indicated you need more information on; which three do you need most? Please list in order of greatest to least need. (Only the number of each of these need be given)

#4	Blind/visually impaired	16.6%
#7	Deaf/hearing impaired	10.4%
#13	Muscular dystrophy	8.3%

17. Of the following handicapping conditions, what is their current status in your school and physical education program? (Please circle)

	Do not attend the school at which I teach	Attend but do not have P.E. classes	Attend but have separate P.E. classes	Attend and are integrated into regular P.E. classes	No response
(1)	Amputation				
	170 (70.5%)	13 (5.4%)	3 (1.2%)	31 (12.9%)	24 (10.0%)
(2)	Asthma				
	16 (6.6%)	3 (1.2%)	1 (0.4%)	210 (87.1%)	11 (4.6%)
(3)	Arthritis				
	82 (34.0%)	5 (2.1%)	5 (2.1%)	118 (49.0%)	31 (12.9%)
(4)	Blind/visually handicapped				
	140 (58.1%)	10 (4.1%)	7 (2.9%)	65 (27.0%)	19 (7.9%)
(5)	Cardiac disorders				
	61 (25.3%)	30 (12.4%)	4 (1.7%)	119 (49.4%)	27 (11.2%)
(6)	Cerebral palsy				
	140 (58.1%)	12 (5.0%)	9 (3.7%)	51 (21.2%)	29 (12.0%)
(7)	Deaf/hearing impaired				
	97 (40.2%)	6 (2.5%)	6 (2.5%)	108 (44.8%)	24 (10.0%)
(8)	Diabetes				
	47 (19.5%)	5 (2.1%)	3 (1.2%)	161 (66.8%)	25 (10.4%)
(9)	Emotional disturbance				
	61 (25.3%)	8 (3.3%)	10 (4.1%)	145 (60.2%)	17 (7.1%)
(10)	Epilepsy (seizure prone)				
	55 (22.8%)	5 (2.1%)	3 (1.2%)	156 (64.7%)	22 (9.1%)

(Item continued)

	Do not attend the school at which I teach	Attend but do not have P.E. classes	Attend but have separate P.E. classes	Attend and are integrated into regular P.E. classes	No response
(11) Learning disabilities	23 (9.5%)	6 (2.5%)	12 (5.0%)	188 (78.0%)	12 (5.0%)
(12) Mental retardation	111 (46.1%)	3 (1.2%)	6 (2.5%)	97 (40.2%)	23 (9.5%)
(13) Muscular dystrophy	176 (73.0%)	6 (2.5%)	7 (2.9%)	25 (10.4%)	27 (11.2%)
(14) Postural deviations	87 (36.1%)	7 (2.9%)	4 (1.7%)	116 (48.1%)	27 (11.2%)
(15) Wheelchair-bound	160 (66.4%)	16 (6.6%)	10 (4.1%)	18 (7.5%)	37 (15.4%)
(16) Other (please specify)_____	2 (0.8%)	1 (0.4%)	5 (2.1%)	7 (2.9%)	225 (93.4%)
(17) Other (please specify)_____	1 (0.4%)	0 (0.0%)	3 (1.2%)	3 (1.2%)	234 (97.1%)

18. Do you receive encouragement and support from your administration (i.e., principal, superintendent, school board, etc.) to provide physical education for handicapped students? Please describe.

Yes 120 (49.8%)

What type of encouragement?_____

_____

No 91 (37.8%)

What encouragement do you need?_____

_____

No response 30 (12.4%)

19. If handicapped students are placed in your regular physical education classes, what limits them from participating fully in activities with normal students? (Please circle)

		Yes	No	No response
(1)	Activity chosen	158 (65.6%)	55 (22.8%)	26 (10.8%)
(2)	Total number of students in the class	106 (44.0%)	102 (42.3%)	31 (12.9%)
(3)	Functional ability of the individual	179 (74.3%)	35 (14.5%)	25 (10.4%)
(4)	Nature of the individual's handicap	192 (79.7%)	28 (11.6%)	18 (17.5%)
(5)	Availability of facilities/ equipment	143 (59.3%)	69 (28.6%)	28 (11.6%)
(6)	Presence of architectural barriers	72 (29.9%)	128 (53.1%)	40 (16.6%)
(7)	Other (please specify)_____	11 (4.6%)	2 (0.8%)	227 (94.2%)

20. In your integrated classes, how many of the regular students react to the students with handicaps by being:

	Almost all	Most	About half	Some	Almost none	No response
(a)	Hostile					
	1 (0.4%)	2 (0.8%)	4 (1.7%)	53 (22.0%)	124 (51.5%)	44 (18.3%)
(b)	Curious					
	10 (4.1%)	22 (9.1%)	22 (9.1%)	90 (39.3%)	40 (16.6%)	43 (17.8%)
(c)	Neutral					
	36 (14.9%)	55 (22.8%)	33 (13.7%)	45 (18.7%)	10 (4.1%)	48 (19.9%)
(d)	Accommodating					
	43 (17.8%)	77 (31.9%)	15 (6.2%)	46 (19.1%)	7 (2.9%)	39 (16.2%)

(Item continued)

	Almost all	Most	About half	Some	Almost none	No response
(e) Overly considerate	10 (4.1%)	30 (12.4%)	16 (6.6%)	87 (36.1%)	42 (17.4%)	43 (17.8%)
(f) Ridiculing	0 (0.0%)	5 (2.1%)	3 (1.2%)	82 (34.0%)	97 (40.2%)	40 (16.6%)
(g) Resentment	3 (1.2%)	2 (0.8%)	3 (1.2%)	51 (21.2%)	124 (51.5%)	45 (18.7%)

21. What things do you enjoy about providing physical education to handicapped students?

_____

_____

22. What things do you <u>not</u> enjoy about providing physical education to handicapped students?

_____

_____

23. What unique problems with the handicapped students you work with are you experiencing?

_____

_____

24. Do you need information on how to interact more effectively with the medical and allied medical (e.g., school nurse, physical therapist, occupational therapist) professions in your community relative to providing physical education for handicapped students?

No	94	(39.0%)
Yes	101	(41.9%)
No response	45	(18.7%)

25. How interested are you in teaching handicapped students (compared to teaching non-handicapped students)?

Very interested	28	(11.6%)
Somewhat interested	48	(19.9%)
Neutral/mixed	69	(28.6%)
Somewhat uninterested	39	(16.2%)
Very uninterested	26	(10.8%)
No response	30	(12.4%)

26. As an undergraduate, did you have any specialized instruction in teaching physical education to handicapped students?

None	55	(22.8%)
Part of a course	34	(14.1%)
One course	85	(35.3%)
2-4 courses	39	(16.2%)
4 or more courses	3	(1.2%)
No response	24	(10.0%)

27. Have you ever had a relative or close friend who was handicapped?

Yes	97	(40.2%)
No	115	(47.7%)
No response	29	(12.0%)

28. What was your age on your last birthday?

N =	213
Mean =	36.5 years
Median =	35.5 years
Range =	22 to 63 years

29. What is your sex?

Male	113	(46.9%)
Female	102	(42.3%)
No response	26	(10.8%)

30. For how many years have you been teaching?

N	215
Mean	13.0 years
Median	11.3 years
Range	1 to 38 years

31. How much education have you completed?

College graduate	85	(35.3%)
Post graduate	131	(54.4%)
No response	25	(10.4%)

32. If you are a college graduate, what is the name of the college where you earned your degree?

_____

33. Do you teach at only one school or do you alternate between schools?

Only one school	165	(68.5%)
More than one school	50	(20.7%)
No response	26	(10.8%)

34. What is the approximate total enrollment of the school(s) at which you teach?

0-200	5	(2.1%)
200-500	34	(14.1%)
500-1000	101	(41.9%)
1000-1500	52	(21.6%)
1500-2000	17	(7.1%)
2000+	9	(3.7%)
No response	23	(9.5%)

35. Would you describe the school(s) at which you teach as:

Urban	153	(63.1%)
Suburban	39	(16.2%)
Rural	22	(9.1%)
No response	26	(10.8%)

36. Are you currently taking any continuing education courses?

No	173	(71.8%)
Yes	45	(18.7%)
No response	23	(9.5%)

APPENDIX B

Survey Instrument

ALL RESPONSES WILL BE HELD IN STRICT CONFIDENCE

Date _____

County _____ School District _____

Title of Person Completing This Form _____

Please check the box or circle the appropriate responses to the questions below. Feel free to add your comments on any question either on this form or on a separate sheet of paper. Please check an answer for all questions. Give the answer which is closest to your view if no response applies exactly.

LEAVE BLANK

1) About how many handicapped students participate in your physical education classes?

☐ 1. None ☐ 2. 1-5 ☐ 3. 6-10 ☐ 4. 10-14 ☐ 5. 15-19 ☐ 6. 20-39 ☐ 7. 40+

2) Of the handicapped students who participate, what number are:

1. ____ integrated into regular classes 2. ____ segregated into special classes

3. ____ both 4. ____ other (Please describe: _____)

3) What is your feeling toward teaching physical education for students with handicapping conditions?

☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ Mixed ☐ 4. Unfavorable ☐ 5. Very unfavorable

4) How interested are you in expanding your knowledge of physical education programming for handicapped students through participating in conferences, workshops, school inservice programs and the like?

☐ 1. Very interested ☐ 2. Interested ☐ 3. Neutral/ Mixed ☐ 4. Uninterested ☐ 5. Very uninterested ☐ 8. Haven't thought about it

5) How interested are you in enrolling in graduate courses which emphasize theoretical and practical considerations of physical education programming for handicapped students?

☐ 1. Very interested ☐ 2. Interested ☐ 3. Neutral/ Mixed ☐ 4. Uninterested ☐ 5. Very uninterested ☐ 8. Haven't thought about it

6) Which of the following does the Education for All Handicapped Children Act of 1975 (P.L. 94-142) provide for?

a) Mainstreaming all handicapped children in the regular classroom. ☐ 1. Yes ☐ 2. No

b) Funds at the local level to provide teachers with inservice activities designed to help them teach handicapped students. ☐ 1. Yes ☐ 2. No

c) An individualized education program for each handicapped student. ☐ 1. Yes ☐ 2. No

d) Adapted physical education placement for each handicapped student. ☐ 1. Yes ☐ 2. No

e) Assessment of students' abilities with valid and reliable test instruments. ☐ 1. Yes ☐ 2. No

f) Parents' participation in the development of the individualized education program, including placement of the student in the appropriate physical education class. ☐ 1. Yes ☐ 2. No

7) P.L. 94-142 mandates that handicapped children receive, if necessary, special education including instruction in physical education. How capable are you in executing the following responsibilities:

a) Identifying federal and state legislative requirements associated with individualized education programs.

☐ 1. Very capable ☐ 2. Somewhat capable ☐ 3. Somewhat incapable ☐ 4. Very incapable

b) Developing an individualized education program for the handicapped student.

☐ 1. Very capable ☐ 2. Somewhat capable ☐ 3. Somewhat incapable ☐ 4. Very incapable

c) Demonstrating appropriate instructional strategies in the classroom with handicapped students.

☐ 1. Very capable ☐ 2. Somewhat capable ☐ 3. Somewhat incapable ☐ 4. Very incapable

d) Effectively using commercial and teacher-made instructional materials.

☐ 1. Very capable ☐ 2. Somewhat capable ☐ 3. Somewhat incapable ☐ 4. Very incapable

e) Identifying federal and state legislative requirements associated with the principle of zero reject.

☐ 1. Very capable ☐ 2. Somewhat capable ☐ 3. Somewhat incapable ☐ 4. Very incapable

f) Identifying federal and state legislative requirements associated with the principle of nondiscriminatory evaluation.

☐ 1. Very capable ☐ 2. Somewhat capable ☐ 3. Somewhat incapable ☐ 4. Very incapable

g) Identifying federal and state legislative requirements associated with the principle of mainstreaming.

☐ 1. Very capable ☐ 2. Somewhat capable ☐ 3. Somewhat incapable ☐ 4. Very incapable

h) Assessing educational placements in defining the least restrictive appropriate placement for a handicapped student.

☐ 1. Very capable ☐ 2. Somewhat capable ☐ 3. Somewhat incapable ☐ 4. Very incapable

8) Do you feel you need more information on each of the following in order to teach physical education to handicapped students more effectively?

1. Knowledge of P.L. 94-142 ☐ 1. Yes ☐ 0. No

2. Understanding the nature of specific handicaps ☐ 1. Yes ☐ 0. No

3. Techniques of motor assessment ☐ 1. Yes ☐ 0. No

4. Awareness of existing curricular materials ☐ 1. Yes ☐ 0. No

5. Knowledge of medical terms ☐ 1. Yes ☐ 0. No

LEAVE BLANK

6. Hands-on experience with handicapped students ☐ 1. Yes ☐ 0. No
7. Procedures for organizing and running adapted P.E. programs ☐ 1. Yes ☐ 0. No
8. Knowledge of class placement alternatives (i.e., special, adapted, and so on) ☐ 1. Yes ☐ 0. No
9. Understanding of behavior management techniques ☐ 1. Yes ☐ 0. No
10. Other _____
11. Other _____

9) Have you taken any steps to increase your knowledge of each of the following in order to teach physical education to handicapped students more effectively?

1. Knowledge of P.L. 94-142 ☐ 1. Yes ☐ 0. No
2. Understanding the nature of specific handicaps ☐ 1. Yes ☐ 0. No
3. Techniques of motor assessment ☐ 1. Yes ☐ 0. No
4. Awareness of existing curricular material ☐ 1. Yes ☐ 0. No
5. Knowledge of medical terms ☐ 1. Yes ☐ 0. No
6. Hands on experience with handicapped students ☐ 1. Yes ☐ 0. No
7. Procedures for organizing and running adapted P.E. Programs ☐ 1. Yes ☐ 0. No
8. Knowledge of class placement alternatives (i.e., special, adapted, and so on) ☐ 1. Yes ☐ 0. No
9. Understanding of behavior management techniques ☐ 1. Yes ☐ 0. No
10. Other _____

10a.) In which areas of motor behavior assessment do you need assistance?

Fundamental Motor Skills/Patterns ☐ 1. No ☐ 2. Yes
Physical/Motor Fitness ☐ 1. No ☐ 2. Yes
Sports Skills Tests (including aquatics and dance) ☐ 1. No ☐ 2. Yes
Perceptual-Motor Development ☐ 1. No ☐ 2. Yes
Other (Specify) _____ ☐ 1. No ☐ 2. Yes
Other (Specify) _____ ☐ 1. No ☐ 2. Yes

b.) Have you served on a multi-disciplinary staff for the purpose of developing an individualized education program for a handicapped student?

☐ 1. No (Go to question 11) ☐ 2. Yes —How many times?_____

How rewarding was the experience for you?

☐ 1. Very rewarding ☐ 2. Somewhat rewarding ☐ 3. Not very rewarding ☐ 4. Very unrewarding

11) Of the areas listed in questions 8 and 9, which three areas do you feel you have the greatest need for information about at the present time? Please list in order of greatest to least priority. (Only the number of these three alternatives need be given.)

#_____ #_____ #_____

12) What is your feeling toward providing physical education programs for students with handicapping conditions?

☐1. Very favorable ☐2. Favorable ☐3. Neutral/ It depends ☐4. Unfavorable ☐5. Very unfavorable

13) Have you ever taught a student with each of the following conditions? If so, approximately how many such students are you currently teaching?

	Ever taught		Currently
1. AMPUTATION	☐ 0. No	☐ 1. Yes →	How many_____
2. ASTHMA	☐ 0. No	☐ 1. Yes →	How many_____
3. ARTHRITIS	☐ 0. No	☐ 1. Yes →	How many_____
4. BLIND/VISUALLY HANDICAPPED	☐ 0. No	☐ 1. Yes →	How many_____
5. CARDIAC DISORDERS	☐ 0. No	☐ 1. Yes →	How many_____
6. CEREBRAL PALSY	☐ 0. No	☐ 1. Yes →	How many_____
7. DEAF/HEARING IMPAIRED	☐ 0. No	☐ 1. Yes →	How many_____
8. DIABETES	☐ 0. No	☐ 1. Yes →	How many_____
9. EMOTIONAL DISTURBANCE	☐ 0. No	☐ 1. Yes →	How many_____
10. EPILEPSY (SEIZURE PRONE)	☐ 0. No	☐ 1. Yes →	How many_____
11. LEARNING DISABILITIES	☐ 0. No	☐ 1. Yes →	How many_____
12. MENTAL RETARDATION	☐ 0. No	☐ 1. Yes →	How many_____
13. MUSCULAR DYSTROPHY	☐ 0. No	☐ 1. Yes →	How many_____
14. POSTURAL DEVIATIONS	☐ 0. No	☐ 1. Yes →	How many_____
15. WHEELCHAIR-BOUND	☐ 0. No	☐ 1. Yes →	How many_____
16. OTHER (PLEASE SPECIFY) _____	☐ 0. No	☐ 1. Yes →	How many_____

LEAVE BLANK

14) What is your feeling towards teaching a student with each of the following conditions?

1. AMPUTATION
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

2. ASTHMA
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

3. ARTHRITIS
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

4. BLIND/VISUALLY HANDICAPPED
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

5. CARDIAC DISORDERS
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

6. CEREBRAL PALSY
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

7. DEAF/HEARING IMPAIRED
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

8. DIABETES
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

9. EMOTIONAL DISTURBANCE
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

10. EPILEPSY (SEIZURE PRONE)
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

11. LEARNING DISABILITIES
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

12. MENTAL RETARDATION
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

13. MUSCULAR DYSTROPHY
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

14. POSTURAL DEVIATIONS
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

15. WHEELCHAIR-BOUND
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral/ it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

16. OTHER _____
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

17. OTHER _____
☐ 1. Very favorable ☐ 2. Favorable ☐ 3. Neutral it depends ☐ 4. Unfavorable ☐ 5. Very unfavorable ☐ 6. Don't know

15) Do you feel a need to expand your knowledge of physical education programming for each of the following conditions in order to teach physical education for such students more effectively? If you feel that you need additional information in order to work more effectively with each of the following types of students, what are the reasons that contribute to your need? CHECK ALL THAT APPLY.

1. AMPUTATION
1. Yes — ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____
0. No

2. ASTHMA
1. Yes — ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8.Other _____
0. No

LEAVE BLANK

3. ARTHRITIS — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

4. BLIND/VISUALLY IMPAIRED — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

5. CARDIAC DISORDERS — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

6. CEREBRAL PALSY — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

7. DEAF/HEARING IMPAIRED — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

8. DIABETES — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

9. EMOTIONAL DISTURBANCE — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike dislike near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

10. EPILEPSY (SEIZURE PRONE) — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

11. LEARNING DISABILITIES — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

12. MENTAL RETARDATION — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

13. MUSCULAR DYSTROPHY — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

14. POSTURAL DEVIATIONS — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

15. WHEELCHAIR-BOUND — 0. No
1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content
☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8.Other

LEAVE BLANK

16. OTHER (PLEASE SPECIFY) _____ 0. No

1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content

☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

17. OTHER (PLEASE SPECIFY) _____ 0. No

1. Yes → ☐ 2. Can't communicate with them ☐ 3. Dislike being near them ☐ 4. Lack of program content

☐ 5. Fear make condition worse ☐ 6. Need too much attention ☐ 7. Lack of specialized training ☐ 8. Other _____

16) Of the conditions listed above which have you indicated you need more information on, which three do you need most? Please list in order of greatest to least need. (Only the number of each of these need be given.)

#_____ #_____ #_____

17) Of the following handicapping conditions, what is their current status in your school and physical education program? (Please circle)

	Do not attend the school at which I teach	Attend but do not have P.E. classes	Attend but have separate P.E. classes	Attend and are integrated into regular P.E. classes
1. AMPUTATION	1	2	3	4
2. ASTHMA	1	2	3	4
3. ARTHRITIS	1	2	3	4
4. BLIND/VISUALLY HANDICAPPED	1	2	3	4
5. CARDIAC DISORDERS	1	2	3	4
6. CEREBRAL PALSY	1	2	3	4
7. DEAF/HEARING IMPAIRED	1	2	3	4
8. DIABETES	1	2	3	4
9. EMOTIONAL DISTURBANCE	1	2	3	4
10. EPILEPSY (SEIZURE PRONE)	1	2	3	4
11. LEARNING DISABILITIES	1	2	3	4
12. MENTAL RETARDATION	1	2	3	4
13. MUSCULAR DYSTROPHY	1	2	3	4
14. POSTURAL DEVIATIONS	1	2	3	4
15. WHEELCHAIR-BOUND	1	2	3	4
16. OTHER (PLEASE SPECIFY) _____	1	2	3	4
17. OTHER (PLEASE SPECIFY) _____	1	2	3	4

18) Do you receive encouragement and support from your administration (i.e., principal, superintendent, school board, etc.) to provide physical education for handicapped students? Please describe.

☐ 1. Yes → What type of encouragement? _____

_____

☐ 0. No → What encouragement do you need? _____

_____

19) If handicapped students are placed in your regular physical education classes, what limits them from participating fully in activities with normal students? (Please circle)

	Yes	No
1. Activity chosen	1	0
2. Total number of students in the class	1	0
3. Functional ability of the individual	1	0
4. Nature of the individual's handicap	1	0
5. Availability of facilities/equipment	1	0
6. Presence of architectural barriers	1	0
7. Other (please specify) _____	1	0

LEAVE BLANK

20) In your integrated classes, how many of the regular students react to the students with handicaps by being:

0. Do not have integrated classes (Go to Question 21)

a. HOSTILE	☐ 1. Almost all	☐ 2. Most	☐ 3. About half	☐ 4. Some	☐ 5. Almost none	
b. CURIOUS	☐ 1. Almost all	☐ 2. Most	☐ 3. About half	☐ 4. Some	☐ 5. Almost none	
c. NEUTRAL	☐ 1. Almost all	☐ 2. Most	☐ 3. About half	☐ 4. Some	☐ 5. Almost none	
d. ACCOMMODATING	☐ 1. Almost all	☐ 2. Most	☐ 3. About half	☐ 4. Some	☐ 5. Almost none	
e. OVERLY CONSIDERATE	☐ 1. Almost all	☐ 2. Most	☐ 3. About half	☐ 4. Some	☐ 5. Almost none	
f. RIDICULING	☐ 1. Almost all	☐ 2. Most	☐ 3. About half	☐ 4. Some	☐ 5. Almost none	
g. RESENTMENT	☐ 1. Almost all	☐ 2. Most	☐ 3. About half	☐ 4. Some	☐ 5. Almost none	

21) What things do you enjoy about providing physical education to handicapped students?

_____

_____

22) What things do you not enjoy about providing physical education to handicapped students?

_____

_____

23) What unique problems with the handicapped students you work with are you experiencing?

_____

_____

24) Do you need information on how to interact more effectively with the medical and allied medical (e.g., school nurse, physical therapist, occupational therapist) professions in your community relative to providing physical education for handicapped students?

☐ 1. No ☐ 0. Yes → What information? _____

25) How interested are you in teaching handicapped students (compared to teaching non-handicapped students)?

☐ 1. Very interested ☐ 2. Somewhat interested ☐ 3. Neutral/ Mixed ☐ 4. Somewhat uninterested ☐ 5. Very uninterested

26) As an undergraduate, did you have any specialized instruction in teaching physical education to handicapped students?

☐ 1. None ☐ 2. Part of a course ☐ 3. One course ☐ 4. 2-4 courses ☐ 5. 4 or more courses

27) Have you ever had a relative or close friend who was handicapped? ☐ 1. Yes ☐ 0. No

28) What was your age on your last birthday? _____ Years

29) What is your sex? 1. Male 2. Female

30) For how many years have you been teaching? _____ Years

31) How much education have you completed?

☐ 1. Grade school only ☐ 2. Some high school ☐ 3. High school graduate ☐ 4. Some college ☐ 5. College graduate ☐ 6. Post graduate

32) If you are a college graduate, what is the name of the college where you earned your degree?

☐ 0. Not a college graduate _____

33) Do you teach at only one school or do you alternate between schools?

☐ 1. Only one school ☐ 2. More than one school → How many schools? _____

34) What is the approximate total enrollment of the school(s) at which you teach?

☐ 1. 0-200 ☐ 2. 200-500 ☐ 3. 500-1000 ☐ 4. 1000-1500 ☐ 5. 1500-2000 ☐ 6. 2000+

35) Would you describe the school(s) at which you teach as: ☐ 1. Urban ☐ 2. Suburban ☐ 3. Rural

36) Are you currently taking any continuing education courses?

☐ 0. No ☐ 1. Yes → What courses? _____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION.